

LATIN NOTES

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HOW ARE WE ADJUSTING OURSELVES TO NEW OPPORTUNITIES?

By FLORENCE J. LUCASSE, Central High School, Fort Wayne, Indiana

From time immemorial teachers of Latin have bewailed the fact that they were powerless to move from the rut in which college entrance requirements and traditional reading content had placed them. So hide-bound has been the regular course that we have not been accustomed to speak of second, third, or fourth year Latin as in the case of the modern languages or English, but we have designated these years as Caesar, Cicero, and Vergil. At conventions and conferences we chafed and fretted. How was it possible to teach the student that Latin literature contains more than accounts of battles, fiery denunciations hurled against the leader of a conspiracy, and the repetitious adventures of pious Aeneas? In the first year we were compelled to rush the beginner through all the intricacies of a difficult synthetic language and to give him the vocabulary to enable him to read Caesar. There was no time for making the course interesting or worth while in itself—the first year was preparatory to those Commentaries, and the main function of the course as a whole was that of preparation for college entrance, either by examination or by certificate. So accustomed had we become to bowing to the inevitable that we could not conceive of the possibility of a change. Several years ago the writer, fresh from her experiences as a combination Latin and German teacher, timidly asked a Latin specialist if he did not think the second year would be improved by reading a variety of authors as was done in the modern languages. "I should say not!" was the reply. "I've taught Caesar for seventeen years and I like it. Caesar was good enough for me when I was a boy—why not for the pupils of today?"

But the time has arrived when a full year of Caesar following an overdose of formal syntax is not considered good enough for the youth in the more complex environment of modern civilization. And the colleges have recognized this. Furthermore, the teachers no longer have the alibi of lack of texts to lend variety and interest to the course. The publishers have responded quickly to the new opportunities, motivated, we trust, by real enthusiasm for the project as well as by financial reasons.

What is the Aladdin's lamp that has brought about the change? May we venture to suggest that it was the Classical Investigation? We do not agree with those who would call the Report the Latin teachers' Bible—there are sincere and successful teachers in the forces of those who oppose its more extreme views as well as those who defend them. There are rank heretics who dare to find fallacies in reasoning, evidences of special pleading, bias, and obvious weaknesses due to too great reliance on the questionnaire method in collecting data. But if the critic is not himself prej-

udiced, he must recognize the fundamental soundness of the principles and purposes of the Report and its really constructive outlook. Even if one failed to recognize these characteristics of the Report when it was published in 1924, can any one now deny that it paved the way for tremendous changes in College Entrance Board Requirements, textbooks, city and state courses of study?

In 1887 Professor Hale's "The Art of Reading Latin" was published. Although the method was acknowledged to be the desirable one, it was not considered feasible or capable of being put into operation. Accordingly many have been sceptical today and have wondered whether, after all, the recommendations of the Classical Investigation Report would have any more effect on the rank and file of teachers of Latin than did that pamphlet. But if this Report has no lasting effect, it will be due to one of two causes—either teachers are too inert to try out the new, or after a fair trial they may swing back to the old as more satisfactory. The situation in 1928 is far different from that in 1887. Training courses for teachers, summer sessions, increased attendance at conferences and conventions, a greater number of classical periodicals, a Service Bureau for Classical Teachers, closer cooperation between teachers in secondary and higher institutions are all factors in helping both new and experienced teachers to adopt methods, content, and objectives in keeping with the latest trends in education. The modern textbooks in conformity with the radical changes in college requirements and course of study provide the tools. Contrast these conditions with those in 1887 or even in 1917, and we see that this most recent and complete Committee Report has a much better chance for survival.

At this time we as teachers of Latin have special need of a proper balance of open-mindedness and critical-mindedness. We must give to the new texts and revised courses of study a fair and unbiased trial—realizing that neither the books nor our own use of them will be above criticism at first. Authors, publishers, and teachers can cooperate in making improvements; and no one should be discouraged by these pioneering efforts, nor sigh for the "good old times." On the other hand, we must not put the stamp of approval on everything that bears the magic legend: "Embodying the spirit and specific recommendations of the Report of the Classical Investigation." A recent state course of study swings so far beyond the Report in its detail and over-ambitious suggestions that it bewilders, confuses, and discourages. And the Report itself may prove in need of revision as educational experimentation makes new discoveries.

At a recent Latin conference the teachers listened to an alluring encomium—based largely on the publisher's advertisements—of a new first year book which had just secured the state adoption. The speaker then proceeded to give an actual demonstration of how she

would present a lesson to her beginning class. She deserved great credit for her skilful use of the audience as her class and for making the lesson as practical and real as the situation would permit. We attend conferences hoping to learn how someone else tackles the problems and too often we come away without a tangible idea or a single definite suggestion. Such was not the case in this speaker's presentation. She developed a very simple reading lesson on "The Roman Forum." The selection was cleverly made, for the lesson consisted of only eleven lines, with few unfamiliar words and no new syntax or inflection except the neuter of the second declension. It was assumed that masculine nouns were thoroughly mastered. By gestures, facial expression, references to previous reading, and bits of local color, she showed how readily the pupils could grasp the thought and learn new words and forms through the functional approach. But it took twenty-eight minutes for this lesson assignment, and so much of the talking was done by the teacher that pupil activity was reduced to a minimum.

We are citing this, however, not as an unmitigated criticism of book, method, or teacher, but simply as a basis for a caution against undue diminution of pupil activity in the use of new texts and procedures. If Latin is to lose none of its old values but on the contrary afford additional benefits, we must promote mastery of fundamentals and genuine scholarship. This can be done only through earnest and sustained effort on the part of the student. Our illustration also shows the need for fair-mindedness and a tentative attitude toward the new. For what were the reactions of the group who witnessed the procedure? While they admired the teacher's vivacity and enthusiasm, they said, "It can't be done. The pupils may be interested, but they won't learn Latin." Thus, in the minds of the majority, suggestions which were really excellent if adopted in moderation were condemned to oblivion or ridicule.

Bishop Hughes was once having a bit of fun at the expense of a five-year-old lad. He said that the baby brother, aged one month, was surely a queer specimen of human being if he could not eat or talk or walk. But the boy indignantly replied, "For the love of Mike! Give him time!" So we plead for time for this new movement born to us of the Classical Investigation—time and a fair chance.

We have shown in how much better situation this Report finds itself than any previous one. Yet much remains to be done in order to bring about conditions more favorable for either proving or disproving its actual worth. Dr. Hart in his excellent and stimulating book on "Adult Education" shows how difficult it is to introduce any radical changes in the new generation. Children continue to be educated in the old ways, knowledges, and attitudes. Education is generally a continuous cycle of passing on the racial inheritance from an adult point of view. Therefore the adults must be educated if real progress is to be made. In much the same way the responsibility rests on the present generation of Latin teachers. Too many of us are content to teach Latin as we were taught it. Some venturesome soul who wishes to teach boys and girls as well as Latin may be seeking for more helpful methods and procedures. But the way of the experimenter is often difficult. He may find himself handicapped by administrative problems, oversupervision, or an iron-clad course of study. Then the path of least resistance is to follow the traditional trend.

There is still another difficulty. The Investigation showed that about three-eighths of the public school enrollment in Latin is in places with a population of under twenty-five hundred, where nearly forty per cent of the Latin teachers have never gone beyond the secondary school stage in their own study of the language. These and many for whom Latin was only a

minor in college are teaching other subjects in addition to Latin. Handicapped by small library facilities and overcrowded schedule of preparations, they are not to be greatly blamed for teaching as they find it most easy and convenient.

In view of these considerations we cannot expect the millennium in five years or a decade. Through the changing curriculum and general educational advance solutions are being worked out for our various difficulties. Progress will come, however, only by a general evolution.

The question now becomes a personal one. With very few exceptions, teachers of Latin have longed for radical changes and greater freedom. New opportunities have been afforded. How are we making adjustments to them? Are we educating ourselves through professional reading, summer school courses, judicious experimentation, and conferences with fellow workers to make wise use of our changed situation? Are we open-minded and critical-minded toward the new, yet steadfast in holding to the things of proven worth? Upon the teachers of today rests a greater responsibility than upon those of any past generation, for to us of the present have been given great and almost unhopd for opportunities.

WANTED!

A prominent speaker recently said in the course of a convocation address, "No true excellence is static. It must keep on developing." This sentiment is doubtless responsible for the desire to expand the activities which every creatively-minded worker instinctively feels. While the desk of the director of the SERVICE BUREAU FOR CLASSICAL TEACHERS is heaped with material which awaits some leisure hours for examination, digestion, and editing, she still extends a call for help in listing and defining certain projects which, if properly worked out by groups of teachers, may prove of assistance to the cause of Latin. Please send in your ideas as regards such a list of topics, even though you may not be in a position to render active participation.

The above appeal had just been put in form for the LATIN NOTES when it occurred to the director of the SERVICE BUREAU to send out a letter to the chairmen of Service Bureau Committees (now organized in over 40 states) asking them to suggest projects which might be worked out to the advantage of secondary Latin in their states. The replies are just beginning to come in. When all of them are received, the Bureau should have at hand invaluable information as to the "needs" of teachers. A summary of the three letters which have arrived is printed with the thought that such publicity may bring a reaction in the way of comment or offers of concrete help.

THE SITUATION IN MY STATE CALLS FOR:

1. A more extended knowledge of the Classical Investigation Report, particularly of the changes it suggests in content of courses and methods and as regards the results of the newer procedure as they have come to light through experience in schools.

2. Greater publicity for the SERVICE BUREAU FOR CLASSICAL TEACHERS. In spite of mention at meetings, many teachers and officials have not been reached and do not know of the helps which this Bureau is prepared to furnish. Every teacher ought to have the lists of material available. Could the LATIN NOTES not become more of a clearing house for ideas by inviting discussion which would culminate in voluntary contributions?

Gift
the League
9-16-1933

3. A state survey of Latin conditions would prove helpful.

4. Some one in each state to answer the many questions which inexperienced teachers ask, such, for example, as "What can I do with the pupil who cannot keep up with the class?" Teachers who are interested in the ordinary pupil as well as in the distinctly superior need encouragement.

5. More plays of the right kind.

6. An enthusiastic person to supervise Latin teaching and keep it alive.

7. Better training for Latin teachers.

8. A knowledge (learned perhaps from the modern language department) of how to present a language as a living one.

9. The inspiration and stimulation that comes to teachers through addresses at meetings by such speakers as Professor Shorey of the University of Chicago.

10. Greater interest in Latin on the part of administrators and greater publicity as to what Latin teachers are doing.

11. More devices for enlisting the cooperation of other high school departments.

12. More material for arousing interest on the part of the teacher as well as on the part of the pupil. So many of the teachers in the smaller schools of this state are not really prepared and qualified for the teaching of Latin. Many of them are also teaching other subjects in which they are more interested. It is appalling to note how many pupils are poorly prepared in Latin. We get them from other parts of the state. I believe that material dealing with simple and interesting drills in forms, syntax, etc., is greatly needed—in fact, anything that will make pupils more thorough in acquiring the rudiments of the Latin language.

SIGHT READING FOR THE THIRD YEAR

"Sententiae" of Publilius Syrus

Contributed by JOHN M. GUMMERE, William Penn Charter School, Germantown, Pennsylvania

INTRODUCTORY NOTE: Publilius Syrus was a native of Antioch in Syria, and slave of a Roman merchant in that city, but at an early age he won the favor of his master by his wit and cleverness, and was freed and educated by him. He went to Rome and soon gained the public eye by his excellent mimicry.

Previous to his time, the mimes were of a very low grade, and their writers catered to the vulgar rabble, but Publilius Syrus applied his to political satire and more decent subjects, and soon attracted the attention of the aristocracy. As his popularity increased he naturally acquired some rivals, with whom he staged many contests of wit-matching at the public games and in the theaters. The most famous of these competitors was a native Roman, Laberius, the well-known actor and popular idol.

Publilius' plays even acquired the imperial patronage and long after his death they were given for the entertainment of Nero and his court.

None of them are now known, but almost all of his "Sententiae" or maxims have been collected, and it is interesting to read them and apply them to modern life.

Publilius Syrus flourished in the first century B. C.

1. Avarus ipse miseriae causa est suae.
2. Avarus nisi cum moritur, nil recte facit.
3. Alienum nobis, nostrum plus aliis placet.
4. Aleator quanto in arte est potior, tanto est nequior.
5. Amicum an nomen habeas, aperit calamitas.
6. Beneficium qui dare nescit, iniuste petit.
7. Beneficium accipere libertatem est vendere.
8. Bona mors est homini, vitae qui exstinguit mala.
9. Bona opinio hominum tutior pecunia est.

10. Bis vincit qui se vincit in victoria.
11. Bene e patre audire alterum est patrimonium.
12. Cuivis dolori remedium est patientia.
13. Cave quicquam incipias, quod paeniteat postea.
14. Cum ames, non sapias, aut cum sapias non ames.
15. Cunctis potest accidere, quod cuivis potest.
16. Cui plus licet quam par est, plus vult quam licet.
17. Diu apparandum est bellum, ut vincas celerius.
18. De inimico non loquaris male, sed cogites.
19. Deliberandum est saepe, statuendum est semel.
20. Ducis in consilio posita est virtus militum.
21. Dolor animi morbus gravior est quam corporis.
22. Durum est negare, superior cum supplicat.
23. Dominari ex parte est cum superior supplicat.
24. Excelsis multo facilius casus nocet.
25. Feras, non culpes, quod mutari non potest.
26. Fortuna vitrea est: tum cum splendet frangitur.
27. Gravis animi poena est, quem post facti paenitet.
28. Grave crimen, etiam leviter cum est dictum, nocet.
29. Habent locum maledicti crebrae nuptiae.
30. Humilis nec alte cadere nec graviter potest.
31. In nullum avarus bonus est, in se pessimus.
32. Iracundiam qui vincit, hostem superat maximum.
33. In amore forma plus valet quam auctoritas.
34. Ibi semper est victoria, ubi concordia est.
35. Ibi pote valere populus, ubi leges valent.
36. Levis est Fortuna: cito reposcit, quod dedit.
37. Lucrum sine damno alterius fieri non potest.
38. Lex videt iratum, iratus legem non videt.
39. Multis minatur, qui uni facit iniuriam.
40. Male vivunt, qui se semper victuros putant.
41. Male facere qui vult, numquam non causam invenit.
42. Multorum calamitate vir moritur bonus.
43. Mors infanti felix, iuveni acerba, nimis sera seni.
44. Minus saepe pecces, si scias quod nescias.
45. Numquam periculum sine periculo vincitur.
46. Nulla tam bona est fortuna, de qua nil possis queri.
47. Nescio quid agitat, cum bonum imitatur malus.
48. Nimium altercando veritas amittitur.
49. O dulce tormentum, ubi reprimatur gaudium!
50. Pericla timidus etiam quae non sunt videt.
51. Pecunia una regimen est rerum omnium.
52. Parens iratus in se est crudelissimus.
53. Peccare pauci nolunt, nulli nesciunt.
54. Plures amicos mensa quam mens accipit.
55. Quicquid fit cum virtute, fit cum gloria.
56. Quam malus est, culpam qui suam alterius facit!
57. Quid tibi pecunia opus est, si uti non potes?
58. Rei nulli prodest mora nisi iracundiae.
59. Sapiens contra omnes arma fert, cum cogitat.
60. Stulti timent fortunam, sapientes ferunt.
61. Stultum est queri de adversis, ubi culpa est tua.
62. Stultum est vicinum velle ulcisci incendio.
63. Socius fit culpae, qui nocentem sublevat.
64. Superari a superiore pars est gloriae.

LATIN TESTS

Two tests entitled "Hutchinson Latin Grammar Scale A and Scale B" have just been published by the Public School Publishing Company, Bloomington, Illinois. The author, Mark E. Hutchinson of Cornell College, Mount Vernon, Iowa, is already well known among classical teachers for his deep interest in the subject of practical tests for Latin pupils and the excellence of his work in connection with them.

A VERGILIAN PAGEANT

The SERVICE BUREAU FOR CLASSICAL TEACHERS hopes to publish within the next two months a pageant based upon the Aeneid. The author is Mrs. Horace Torbert of Washington, D. C. Further details will be given in the March issue of LATIN NOTES.

**LATIN DERIVATIVES IN FRENCH, SPANISH,
AND ENGLISH INTERESTING TO FIRST
YEAR PUPILS**

Contributed by HARRY F. SCOTT, Ohio University,
Athens, Ohio.

LATIN	FRENCH	SPANISH	ENGLISH	LATIN	FRENCH	SPANISH	ENGLISH
abesse	absent	ausente	absent	félix	félicité	feliz	felicity
acer	aigre	acre	acerbity	fēmina	femme	hembra	feminine
accipere	acception	acepto	accept	fera	fier	fiero	fierce
adventus	avent	adviento	advent	fidēlis	fidèle	fiel	fidelity
aedificium	édifice	edificio	edifice	figūra	figure	figura	figure
aestās	été	estival		filia	fille	hija	(see filius)
agere	agir	agente	agent	filii	filis	hijo	filial
agricola	agricole	agricola	agriculture	finis	fin	fin	final
alter	autre	otro	alternate	fortis	fort	fuerte	fortitude
altus	haut	alto	altitude	frangere	fraction	fractura	fracture
amāre	aimer	amar	amiable	frāter	frère	fraternidad	fraternity
amicus	ami	amigo	amicable	frōns	front	frente	front
animal	animal	animal	animal	fugere	fuir	huir	fugitive
animus	animosité	ánimo	animosity	fulgēre		fulgente	refulgent
aperire		apértura	aperture	fūnis	funiculaire	funicular	
appellāre	appeler	apelar	appeal	gēns	gens	gente	gentle
apud + hoc	avec			gladius	glaive	gladiolo	gladiolus
aqua	eau	agua	aqueous	grātia	grâce	gracia	grace
arbor	arbre	árbol	arbor	gravis	grave	grave	grave
arcus	arc	arco	arch	habitāre	habiter	habitar	habitation
arma	arme	arma	arms	habitus	habit	hábito	habit
attendere	attendre	atender	attend	hasta		asta	
audēre	oser	osar	audacity	heri	hier	ayer	
audire	auditoire	oír	audible	homō	homme	hombre	
aut	ou	o		honor	honneur	honor	honor
auxilium	auxiliaire	auxilio	auxiliary	hōra	heure	hora	hour
avis	aviation	ave	aviation	hortus	horticulture	huerto	horticulture
bellum	belligérant	belicoso	belligerent	hostis	hostile	hueste	hostile
bene	bien	bien (adv.)	benefit	immortālis	immortel	immortal	immortal
bēstia	bête	bestia	beast	imperāre	impérieux	imperial	imperious
brevis	bref	breve	brief	imperātor	empereur	emperador	emperor
caecus	cécité	ciego		impetus	impétueux	ímpetu	impetus
caedere		cesura	caesura	incipere		incipiente	incipient
capere	capacité	caber	capacity	inde	en (pron.)		
captivus	captif	cautivo	captive	inimicus	ennemi	enemigo	inimical
caput	chef	cabo	capital	injūria	injure	injuria	injury
carō	chair	carne	carnivorous	insigne	enseigne	insignia	insignia
casa	chez	casa		inter	entre	entre	interstate
castellum	château	castillo	castle	intrāre	entrer	entrar	enter
cervus	cerf	ciervo		invenire	inventeur	invención	invent
circum-				invitāre	inviter	invitar	invite
venire	circonvenir		circumvent	ipse		ése	
civis	civique	ciudad	civil	ire		ir	
clāmor	clameur	clamor	clamor	iter	itinéraire	itinerario	itinerary
clarus	clair	claro	clarify	iterum	itératif	iterativo	reiterate
comes	comte	conde	count	jacere		yacer	adjacent
cōsul	consul	cōsul	consul	jam		ya	
contrōversia	controverse	controversia	controversy	labōrāre	labourer	labrar	laborious
convenire	convenir	convenir	convene	latere	latent	latente	latent
cōpia	copie	copia	copious	laudare	louer	laudable	laudable
corpus	corps	cuervo	corporeal	legiō	légion	legión	legion
culpāre	coupable	culpar	culpable	liber	livre	libro	library
currere	courir	correr	current	licere	licence	licencia	licence
custodire		custodiar	custody	lignum	ligneux	leño	lignite
dēbere	devoir	deber	debit	litium	lis	lirio	lily
dēfendere	défendre	defender	defend	lingua	langue	lengua	linguist
dēmittere	démettre	demisión		locus	lieu	luego	local
dēserere	désert	deserción	desert	longus	longueur	longitud	long
dēsiderāre	désirer	desear	desire	lūna	lune	luna	lunar
deus	dieu	dios		lūx	lucide	luz	lucid
dextra	dextre	diestra	dexterity	magis	mais	más	
dicere	dire	decir	dictionary	male	mal (adv.)	mal (adv.)	malevolent
diēs	jour	día	journal	māne	demain	mañana	
(diurnus)				manere	maison	mesón	mansion
dividere	dividende	dividir	divide	mare	mer	mar	marine
dōnum	don	don	donation	māter	mère	madre	maternal
dormire	dormir	dormir	dormitory	maximus	maxime	máximo	maximum
dūcere	conduire	conducir	conduct	medius		medio	mediation
dulcis	doux	dulce	dulcet	miles	militaire	militar	military
duo	deux	dos	duet	miser	misère	miseria	misery
dūrus	dur	duro	duration	mittere	mettre	meter	mission
dux	duc	duque	duke	monere	moniteur	monitorio	monitor
edere	comestible	comer	edible	mōns	mont	monte	mount
ego	je	yo	egotist	mortuus	mort (adj.)	muerto	mortuary
epistula	épistolaire	epístola	epistle	movēre	mouvoir	mover	move
errare	errer	errar	err	multus	multiplier	mucho	multiply
est	est	es		mūnīre	munir	munición	munitions
excipere	exception	excepción	except	mūrus	mur	muro	mural
excitare	exciter	excitar	excite	narrare	narrer	narrar	narrative
exemplum	exemple	ejemplo	example	natāre	natatoire	nadar	natatorium
exercitus		ejército		nauta	nautique	nauta	nautical
exire	issu	éxito	exit	nāvis	navée	nave	naval
expectare	expectant	expectativa	expectation	neglegere	négliger	negligente	negligent
explorator	explorateur	explorador	exploration	nihil	nihiliste	nihilista	nihilist
fābula	fable	fábula	fable	nōbilis	noble	noble	noble
facere	faire	hacer	fact	nōmen	nom	nombre	nominal
facilis	facile	fácil	facility	nox	nuit	noche	nocturnal
				nūbēs	nue	nube	
				nūllus	nul	nulo	nullify
				numerus	nombre	número	numeral
				numquam		nunca	
				nūntius	nonce	nuncio	
				obscurus	obscur	obsuro	obscure

LATIN	FRENCH	SPANISH	ENGLISH	LATIN	FRENCH	SPANISH	ENGLISH
occupāre	occuper	ocupar	occupy	servus	serf	servil	servile
officium	office	oficio	office	siccus	sec	seco	
omnis +				signum	signe	signo	sign
potēns	omnipotent	omnipotente	omnipotent	silentium	silence	silencio	silence
parātus	paré	parado	preparation	silēre	silencieux	silencioso	silent
pars	part	parte	part	silva	sylvain	selva	sylvan
pater	père	padre	paternal	similis	similaire	verosmil	similar
pauci	peu	poco	paucity	sinistra	sinistre	sinistra	sinister
pecūnia	pecuniaire	pecuniario	pecuniary	socius	société	sociedad	society
perfidus	perfide	perfidio	perfidious	soli		sol	solar
periculum	péril	peligro	peril	solus	solitaire	solo	sole
pēs	pied	pie	pedal	sonnus	solitaire	sueño	sonnolent
petere	répéter	pedir	petition	sonitus	somme	sonido	
poēta	poète	poeta	poet	sonus	son	son	sound
pōnere	pondre	poner	position	soror	soeur	sor	sorority
pōns	pont	puente	pontoon	spectāre	spectateur	espectador	spectator
populus	peuple	pueblo	popular	stāre	station	estar	station
porta	porte	puerta	portal	stella	étoile	estrella	stellar
portāre	porter	portar	portable	succēdere	succéder	suceder	succeed
posse	pouvoir	poder	possible	summus	sommet	sumo	summit
post	postérieur	posterior	posterior	surgere	sourdre	surgir	surge
postulāre	postuler	postular	expostulate	suus	son	su	
potentia	potence	potencia	potency	taber-			
prehendere	prendre	prender	apprehend	nāculum	tabernacle	tabernáculo	tabernacle
premere	pressoir	oprimir	press	tantus	tant	tanto	
primus	prime	primo	primary	tēctum	toit	techo	
probāre	prouver	probar	prove	tegere	protéger	proteger	protect
prōcēdere	procéder	proceder	proceed	tempus	temps	tiempo	temporal
puer	puéril	pueril	puerile	tenebrae	ténèbres	tenebroso	
quandō	quand	cuando		tenēre	tenir	tener	tenacious
quattuor	quatre	cuatro		timidus	timide	tímido	timid
qui	qui	que		tōtus	tout	todo	total
rāmus	rameaux	ramo	ramify	trahere	traire	traer	tractor
recipere	recevoir	recibir	receive	trāns	transborder	tras	trans-
referre	référer	referir	refer	trānsfigere		transfixión	transfix
regere	régent	regir	regent	trānsire	transi	tránsito	transit
relinquere	relique	reliquia	relinquish	triumphus	triomphe	triumfo	triumph
rēmus		remo		tu	tu	tú	
repellere	répulsif	repulsivo	repulsive	ulterior	ultérieur	ulterior	ulterior
rēs	rien		rebus	umerus		hombro	
resistere	résister	resistir	resist	urbs	urbain	urbano	urban
respondēre	répondre	responder	respond	vāllum		valla	
restituere	restituer	restituir	restitution	venire	venir	venir	venue
rēx	roi	rey	regal	vertere	vers	verter	version
ripa	rive		riparian	vērus	verité	verdad	verify
rosa	rose	rosa	rose	vester	vôtre	vuestro	
salūtāre	saluer	saludar	salutation	via	voie	vía	viaduct
satis +				victōria	victoire	victoria	victory
faciō	satisfaire	satisfacer	satisfaction	vidēre	voir	ver	vision
schola	école	escuela	school	vigil	vigilant	vigilar	vigilant
scire	science	ciencia	science	vigilia	vigile	vigilia	vigil
scribere	écrire	escribir	scribble	vincere	vaincre	vencer	convince
scūtum	écu	escudo	esquire	vinculum		vínculo	
sedēre	sédentaire	sedentario	sedentary	vir	viril	virilmente	virile
semper	sempiternel	siempre		vita	vie	vida	vital
septem	sept	siete		vōx	voix	voz	voice
servāre	conserver	conservar	preserve	vulnerāre	vulnérable	vulnerar	vulnerable

BOOKS

"Little Plays from Greek Myths," written by Marie Oller and Eloise K. Dawley of the Washington Irving High School, New York City, has just been published by the Century Company. It will be a source of delight to classical and English teachers who are working with young pupils. Price, 84 cents.

"The Childhood of Greece" and "The Childhood of Rome," by Louise Lamprey, are designed for junior high school pupils or those even younger. They are interesting contributions to the library shelves of the Latin or ancient history teacher. Published by Little, Brown and Company, Boston, Mass. Price, 75 cents.

A pamphlet which will appeal to the adult reader who is interested in Caesar has recently been printed by the University of California Press, Berkeley, California. It is entitled "Caesar's Son and Heir" and was written by Monroe E. Deutsch, Dean of the University. Price, 65 cents.

"Heroes of Troy," by Lawton B. Evans, Milton Bradley Company, Springfield, Mass., is an attractive book for young people. Price, \$2.00.

A manual of Latin prose composition, called "English and Latin," and prepared by Marbury B. Ogle of Ohio State University, Columbus, Ohio, introduces the college student in a very striking way to the differences between the two languages. Published by the Century Company. Price, \$1.35.

Those who are looking for Latin texts of Vergil which are small and easy to carry about may be interested in the Dent Latin texts, edited with notes and vocabulary by Walter Ripman and imported and sold by the E. P. Dutton Company, 286 Fourth Ave., New York City. The eight books of the Aeneid appear in separate volumes which are sold for 72 cents each. In the same series appears Livy's "Second Punic War," Books XXI-XXII. Third year pupils may find this useful for supplementary reading.

Classical teachers who have not seen "Greek Mythology" by H. J. Rose will be interested in examining a copy sent out by E. P. Dutton and Company. Price, \$4.50. It will appeal to the adult reader rather than to the high school pupil.

"The Classics—Their History and Present Status in Education" has just been issued by the Bruce Publishing Company, Milwaukee, Wisconsin. The writer, Felix M. Kirsch of the Catholic University of America, is doubtless well known to catholic teachers of Latin. While the larger part of the book is concerned with the history of classical education in the Church, certain chapters deal with the "Value of the Classics," "Method and Textbooks," "Training of the Classical Teacher," and a "Bibliography for the Study of the Classics." Price, \$3.00.

PICTURES

The Spencer Lens Company of Buffalo, New York, has informed the SERVICE BUREAU FOR CLASSICAL TEACHERS of its intention to prepare twenty rolls of films for use in their lantern known as the Delineascope, covering various aspects of Roman life with which first year pupils should become acquainted. The pictures are selected by Professor Helen Tanzer of Hunter College, New York City, a person who is exceedingly well qualified to supervise such a collection. Two films dealing with Vergil are now ready for circulation. Prices may be secured by correspondence with the company.

Mr. Frank Gallup, Smithtown Branch, Long Island, a well-known classicist and lecturer, is prepared to show slides in afternoons or evenings in New York City or places near by, prepared from films which he himself made during a year spent in tramping through Italy. For terms, write to the address given above. His slides are concerned with the following topics, I. Out of the way places in Italy (colored and very attractive), II. Vergil, III. Pompeii.

Photographs imported from Rome may be ordered from A. G. Seiler, 1224 Amsterdam Avenue, New York City.

Mr. Seiler requests that when ordering less than six photographs, you add to your remittance 15 cents to cover cost of packing and mailing. Orders for six or more photographs will be filled 'postpaid' at prices quoted in this list.

To avoid misunderstanding, include in your orders both numbers and titles of photographs desired.

City of Rome

Size 7½ x 10 (approximately)

Price, 25 cents each

- 28810 Via Appia (panorama)
- 6776 Via Appia (showing so-called Tomb of the Curiatii)
- 5838 Arch of Titus
- 5827 Arch of Constantine
- 5819 Colosseum: exterior
- 5821 Colosseum: interior
- 6727 Porta Appia
- 6249 Roman Forum (view from Capitoline Hill)
- 27040 Roman Forum (shows atrium of House of Vestals and Temple of Castor and Pollux)
- 27051 Roman Forum (near view of the Rostra)
- 17359 Roman Forum (showing ruins of House of Vestals)
- 6243 Roman Forum (looking toward Rostra)
- 7078 Palatine Hill
- 6734 The Tarpeian Rock
- 28645 Roman Forum, 17 x 22½, \$1.25.

Reconstructions

Size 7½ x 10 (approximately)

Price, 25 cents each

- 10 Roman Forum, Comitium, and Capitol A.D. 210
- 20 Circus Maximus and Palaces of Caesar Augustus and Septimius Severus
- 30 Triumphal Arch of Constantine and Temple of Venus and Rome.

Classical Mythology

Size 7½ x 10 (approximately)

Price, 25 cents each

- 6372 Neptune
- 6581 Jupiter
- 22584 Diana
- 22743 Venus de Milo
- 6673 Head of Venus of Cnidos
- 6586 Juno Regina (standing figure)
- 6266 Juno (head only)
- 6503 Apollo Belvedere
- 6267 Mars
- 6005 Minerva (Capitoline Museum)
- 6609 Minerva (Medica)
- 6367 Pan
- 1274 Mercury
- 53 Fates, by Michaelangelo
- 5983 A Centaur
- 7287 Romulus and Remus
- 6805 Apollo and Daphne
- 6637 Head of Perseus
- 7483 Andromeda and Perseus

Roman Life

Size 7½ x 10 (approximately)

Price, 25 cents each

- 8160 Restoration of Atrium
- 6904 Theatre—Tusculum
- 22678 Praetorians
- 7051 Vestal Virgin
- 20121 A Roman (interesting for costume)
- 5971 Agrippina (interesting for costume)

Size 11 x 15 (approximately)

Price 90 cents each

- 13 Venditore di Sandali a Pompei
- 35 Via dell' Abbondanza a Pompei
- 48 Nero Vincitore

Famous Men

Size 7½ x 10 (approximately)

Price, 25 cents each

- 6512 Augustus Caesar (standing figure)
- 6597 Marcus Antonius (bust figure)
- 6041 Julius Caesar (standing figure)
- 6534 Cicero (bust)
- 6002 Marcus Brutus (bust)
- 1539 Cato (bust)
- 1617 Pompey (bust)
- 1735 Marius (standing figure)
- 1902 Quintus Hortensius (bust)

Pictures Dealing with the Aeneid

Size 7½ x 10 (approximately)

Price, 25 cents each

- 11778 Virgil (bust)
- 6809 Aeneas and Anchises
- 6591 Laocöon
- 6275 Pugilist
- 6382 Dares and Entellus
- 28923 Death of Dido
- 29623 Juno and Aeolus

Pictures of Special Interest for the Study of Cicero

Size 7½ x 10 (approximately)

Price, 25 cents each

- 6534 Cicero (bust)
- 7465 Cicero and Catiline in the Senate (larger size available)
- 7466 Catiline (seated in Senate—close up view)
- 7469 Appius Claudius in the Senate
- 6042 Roman Wolf

The Following Views Are Obtainable in Post Card Size at 5 Cents Each

- 521 Colosseum: exterior
- 524 Colosseum: interior
- 526 Roman Forum (looking toward Rostra)
- 330 Roman Forum (near view)
- 313 Roman Forum (panorama; House of Vestals, etc.)
- 726A The Tarpeian Rock
- 1109 Jupiter (bust)
- 1306 Diana
- 1672A Juno (head)
- 1219A Apollo Belvedere
- 1674 Mars
- 1265 Minerva
- 1494 Pan
- 1375 A Centaur
- 1727 Vestal Virgin
- 1234 Augustus Caesar
- 1535 Aeneas and Anchises
- 1274 Mercury
- 1166 Paris
- 756 Mulvian Bridge
- 1298 Biga

THE SUMMER SESSION IN ROME

The dates of the Seventh Summer Session in Rome have been fixed at July 8-August 16, 1929. This will do away with the necessity of tardiness on the part of those who are detained by late Commencements. An excursion to Avernus and the Grot of the Sibyl has been added to the program for those who desire it, and the Vergil interest of the summer's work in general will be deepened. The enrollment, which will be limited to 50, is in progress. Candidates may address the director, GRANT SHOWERMAN, 410 North Butler Street, Madison, Wisconsin.

AMERICAN CLASSICAL LEAGUE

Recent Publications

- No. 25—The Classics and Pure Science, ARTHUR E. HILL, Professor of Chemistry, New York University. 5 cents.
- No. 26—The Status of Latin in the Junior High School, W. L. CARR, University of Michigan. 7 cents.
- No. 27—The Classical Invasion of English Literature, HOMER A. WATT, Professor of English, New York University. 10 cents.
- No. 28—On Mediaeval Latin, MARTIN B. RUUD, University of Minnesota. 5 cents.

Reduced prices on quantity orders will be given on application.

Orders for these pamphlets may be sent to Rollin H. Tanner, Secretary-Treasurer, New York University, University Heights, New York City.

BIMILLENNIUM VERGILIANUM

Lectures On Topics Connected With Vergil

The committee on Vergilian lectures desires to prepare in advance the following two lists, and will be glad to have the assistance of classical teachers:

1. Lecturers: A list of those who have specialized in Vergilian studies and are competent to deliver attractive lectures in this field.
2. A list of societies and organizations which use lecturers at their meetings and which may be interested in including in their programs some lectures connected with Vergil.

Information assisting the committee in making these lists should be sent to Professor Rollin H. Tanner, Chairman, New York University, University Heights, New York City.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

This material is lent to teachers upon payment of postage, or is sold for five cents per item unless otherwise indicated. The numbering is continued from the January issue of LATIN NOTES. Leaflets I-II, III, IV, containing a complete list of material available for distribution up to October, 1928, may be secured free of charge.

351. Supplementary activities of interest to Latin clubs—Excerpts from a paper prepared by Caroline Farquhar, Wilmington, Ohio.
352. A Roman peasant's dinner. Ovid's account interpreted for students of Domestic Science. By Joanna Baker, Delaware, Ohio.
353. A list of Latin readers roughly classified for use:
 - I. In first and second years
 - II. In third and fourth years
354. A list of expressions of common occurrence which can only be adequately understood by a knowledge of classical mythology. Copied from the first issue of LATIN NOTES, long out of print.
355. Contracts for beginning Latin—the use of "blocks" and "units." By Ella Kneller. Copied from the LATIN BULLETIN of the University of Wisconsin, Vol. V, number 5.
356. The Delphic Oracle—an evening's entertainment. Contributed by the *Inter Nos Club*, East High School, Cleveland, Ohio.

II. Latin Notes Supplements

(I-XL Available)

III. Bulletins

- XII. Latin Clubs. By Dr. Lillian Lawler, University of Kansas. 45 cents postpaid. This is by far the most elaborate treatment of the subject of the Latin club that has appeared in any one pamphlet or book. Moreover, the ability of the author to give practical help along these lines to teachers who are seeking aid is widely recognized.

A SUGGESTION FOR A DRAMATIC PRESENTATION OF THE STORY OF THE AENEID

Prepared by a well-known classical scholar with a view to stimulating students of Vergil to try their hand at something similar in an effort to realize for themselves and others the dramatic possibilities of this great epic.

1. The Trojans throng about the Wooden Horse left behind by the Greeks. A priest, Laocoön, comes running in, bids them distrust the gift of the Greeks, and hurls his spear into the wood where it sticks quivering.

Trojan shepherds drag in Sinon, a captive Greek, who pretends that because he was unjustly condemned to death by his countrymen he is willing to betray their plan to propitiate Pallas Athena by this gift. He says the Greeks will be thwarted if the Trojans place it in their citadel.

Two huge serpents come up out of the sea, make their way to Laocoön who is sacrificing at the altar and enfold and crush him and his two sons.

The horrified people make a breach in the walls and drag the horse within. After spending the day in wild rejoicing the city sleeps. By night the armed Greeks creep out of the horse and open the city gates to their confederates.

2. That night Aeneas has a vision of Hector carrying the images of the Trojan gods which he consigns to Aeneas, because Troy is doomed, and bids him build a great city for them beyond the seas.

Aeneas leaps up, rushes out, collects a chance-met band of comrades and engages in the fighting. At last, his comrades killed or scattered, he mounts to a point overlooking the inner court of Priam's palace where he sees the old king and the queen, Hecuba, with her attendants, seeking safety beside an altar.

Pyrrhus, leading the Greeks, batters at the vestibule, breaks through, appears in the court, pursuing Troilus, young son of Priam, and slays him before his father's eyes. The old king defiantly hurls his spear at Pyrrhus, and is himself slain by the Greek.

3. Aeneas sees Helen lurking in the shrine of Vesta, and is intent upon killing her, when Venus appears before him. She tells him Helen is not to blame for the fall of Troy, but that the gods have willed it so. She shows him their shadowy forms at work amidst the smoke of burning Troy.

4. Venus guides Aeneas to his own home where his household is assembled in the atrium. Aeneas proposes to take them all and flee forthwith. But old father Anchises refuses to survive a second fall of Troy. Aeneas is madly rushing to the door to renew the fight outside when his wife, Creusa, intercepts him, holding toward him their little son, Ascanius. She bids Aeneas stay and defend his home.

Suddenly a tongue of flame, unharmed, is seen to play among the locks of the boy; then a crack of thunder is heard, and through the open impluvium a star is seen shooting across the sky.

5. Anchises, moved by these portents, now consents to go, and they all pass out into the street, Anchises on his son's shoulders, Ascanius clasping his father's hand, and the household following behind.

Arrived at the agreed-on place of meeting without the walls at an ancient temple of Ceres, the various bands of fugitives come straggling in. Aeneas discovers that Creusa is missing. He rushes back into the city to seek her. A shadowy form appears before him, Creusa's ghost, who tells him of her fate and bids him go on and fulfil his own destiny. She vanishes.

In the gray dawn the exiles take their way up the wooded slopes of Mount Ida.

6. Having built a fleet on Mount Ida the Trojans set out in quest of their promised land. But whither? Hector's ghost had bidden them seek this beyond the sea, and Creusa's ghost had mentioned some distant land in the west. After a futile attempt to settle in nearby Thrace, they make for Delos and there ask for definite direction from the Oracle. They are told to seek out their ancient mother-land.

7. Anchises interprets this as Crete, whither they accordingly go and proceed to settle there. But they are smitten by a terrible plague and drought. Aeneas decides to send back to Delos for fresh instructions, when in his moon-lit chamber the Penates speak to him and tell him that Italy is his destined land: "We have come with you from burning Troy, and we will raise your posterity to the stars and give world sway to your city. In Italy prepare mighty walls for a mighty destiny."

8. At sea again, they pass by the island of the Harpies and have an encounter with these noxious creatures. Then they come to the coast of Epirus where Helenus, son of Priam, with Andromache, now his wife, is reigning. Helenus, being a seer, gives Aeneas minute directions for his route to the western coast of Italy which is his destined land.

9. Reaching the hither shore of Italy, after a brief landing, they skirt the awful Scylla and Charybdis, pass by blazing Aetna, see the one-eyed monster, Polyphemus, on the shore, and, at last, squaring away for a quick passage to their own Italy, are driven far out of their way by a violent storm, and wrecked on the coast of Africa.

10. The shipwrecked Trojans camp on the desert coast and prepare a meager meal. Aeneas, after heartening his friends, goes off with Achates, his faithful squire, to explore. He meets Venus, his mother, in the guise of a huntress, who tells him that his scattered ships are safe, and that he is in the neighborhood of Carthage, the new city of Queen Dido. She tells the queen's history, throws over him a cloud of invisibility, and bids him go on to the city. She reveals her divinity as she vanishes.

11. They come to a height overlooking the new city. Entering a temple of Juno, they see depicted various scenes from the Trojan war. Themselves unseen, they watch the happenings in the temple. Dido enters with her retinue and proceeds to hold court. Ilioneus and other Trojans supposed to be lost come to beseech the queen to shield them from the violence of her people. Dido receives them graciously, promises her help, and wishes that Aeneas himself were present. Thereupon the enveloping cloud vanishes and Aeneas stands forth, announces himself and blesses the queen for her kindness to the unfortunate. Dido welcomes the Trojans as her guests and proclaims a great feast in their honor. Aeneas sends to his camp for Ascanius and gifts for the queen.

12. Venus, to ensure Aeneas' safety, plots to cause Dido to fall in love with him. She substitutes Cupid for Ascanius and rehearses him in the part he shall play at the feast.

13. A banquet is prepared in a magnificent hall. Dido is seated with Aeneas by her side and the supposed Ascanius whom she fondles. She invokes Jupiter as god of hospitality. The old bard Iopas to the music of his harp sings of the wonders of nature. At last Dido, who has been gazing on Aeneas with increasing admiration, asks him to recount the events of the fall of Troy and of his subsequent wanderings. This Aeneas does at length.

14. Later that night, Dido in her chamber confesses to her sister Anna her awakening love for her guest. At the same time she vows to be true to the shade of Sychaeus, her dead husband. Anna attempts to persuade her to forget the past and give free course to her new love.

15. Venus and Juno for different motives plot to join Aeneas and Dido in lasting union, and to this end, on the occasion of a great hunt, bring them alone together in a cavern whither they have fled to escape a heavy thunderstorm. Rumor noises the event abroad.

16. Meanwhile, out in the desert, Iarbas, a Moorish prince, a suitor rejected by Dido, kneeling at the altar of Jupiter Ammon, passionately calls the attention of the god to affairs at Carthage. Jupiter accordingly sends Mercury to Aeneas with peremptory orders to cease dallying at Carthage and go out at once upon his quest for his own destined land. Mercury finds Aeneas superintending the building of public works in Carthage and

delivers his message, whereupon Aeneas at once gives orders to his men to equip the fleet and prepare for immediate departure.

17. Dido, pleading her love, attempts to detain Aeneas. He remains obdurate, and Dido, having worked herself up to a frenzy, falls fainting and is carried from the scene.

18. Later Dido, watching from her chamber window, sees the bustle of departure and plans, without the knowledge of her sister and her nurse, her own destruction. Under pretense of magic rites to free herself from love, she has a pyre built in the open court of her palace. Then just at dawn, when she sees the fleet of Aeneas actually sailing away, she ascends the pyre and stabs herself with Aeneas' sword. Anna, rushing out, receives her sister's dying breath upon her lips. The flames of the burning pyre light up the sea for the far-off Trojan fleet.

19. Aeneas now sails away to Sicily, and in honor of his father, who had died just one year before and was buried here, holds various funeral games, boat-racing, foot-racing, boxing, contests in archery, and the famous Trojan game of horsemanship.

20. While the attention of all is fixed on these games, the Trojan women, weary of wandering, set fire to the ships, but these were saved by the miraculous intervention of a shower of rain.

21. Again setting sail, Aeneas arrives at Cumae, Italy, where is the entrance to the Lower World. Aeneas has been told that he must seek out his father's spirit in Hades and learn from him his future course and the destinies that await his posterity. The Cumaean Sibyl, priestess of Apollo, is to help him in this endeavor. Aeneas asks her aid. In a violent ecstasy she yields herself to the influence of Apollo, and prophesies Aeneas' future.

22. The two then seek out in the forest the golden bough, which is to be their open sesame in the world of the dead, and together enter the gloomy passage that leads down below. They cross the dark waters of the Styx on the boat of the loathsome Charon, pass the three-headed Cerberus, and approach the place of torment for sinful souls.

23. Later they enter Elysium, the abode of the blest, and there find the spirit of Anchises passing in review the spirits of those great Romans who in after ages shall be born into the world to play their parts in their country's history.

24. At length, emerging through the gate of sleep, Aeneas makes his way to the shore, rejoins his fleet and continues on his way towards the appointed end of his long wanderings, the nearby Tiber mouth, his Promised Land.

25. Aeneas sends envoys to King Latinus, who receives them royally and offers his daughter Lavinia in marriage to the Trojan leader. But Queen Amata favors the suit of Turnus, a native prince, who summons all his allies to battle against the Trojans, and fierce fighting follows. But in the end Aeneas conquers every foe and wins Lavinia as his wife.